


	Sources of Instructional Goals
	<ul style="list-style-type: none"> ■ Child – What does the child need to know developmentally? ■ Society – What does the child need to know in order to be able to function well in our society? ■ Academic Disciplines – What content within a discipline is important to teach? <ul style="list-style-type: none"> – Sunshine State Standards

	Three-Phase Approach for Teaching
	<ul style="list-style-type: none"> ■ Planning – select goal and approach means by which to achieve it. ■ Implementing – actual performance of a strategy ■ Evaluating – determining if instruction has been successful 


	Home Base Groups
	<ul style="list-style-type: none"> ■ Extremely appropriate at the upper elementary, middle school, and lower high schools levels. ■ Purposefully-arranged groups to work together on projects and other such assignments over a period of time. May or may not meet outside of class time.

	Domains of Learning
	<ul style="list-style-type: none"> ■ Each lesson plan must include objectives, or statements indicating what students should be able to do at the end of a period of instruction. ■ Each objective falls within at least one of three domains (or categories) of learning.


	Affective Domain
	<ul style="list-style-type: none"> ■ Objectives reflecting underlying emotions, feelings, or values rather than level of thinking. ■ Example: <i>The music student will appreciate music from the Baroque period.</i>



	Hierarchical Levels of the Affective Domain
	<ul style="list-style-type: none"> ■ Receiving (Attending) ■ Responding ■ Valuing ■ Organization ■ Characterization by a value or value complex: One behaves in a manner consistent with one's value system.

	Psychomotor Domain
	<ul style="list-style-type: none"> ■ Objectives in this domain deal with movement. ■ Example: <i>The dance student will perform all 5 basic positions of ballet with 100% accuracy.</i> 

	Psychomotor Domain Hierarchy
	<ul style="list-style-type: none"> ■ Moving – gross motor control ■ Manipulating – fine motor coordination ■ Communicating – communication of ideas and feelings ■ Creating – represents the student's coordination of thinking, learning, and behaving in all three domains

	Cognitive Domain
	<ul style="list-style-type: none"> ■ Objectives that deals with level of thinking required of the student ■ Most objectives in the schools tend to come from the cognitive domain. ■ Cognitive domain most referred to: Bloom's Taxonomy of Educational Objectives; six hierarchical levels. 

	Levels of Bloom's Taxonomy of Educational Objectives
	<ul style="list-style-type: none"> ■ Knowledge: requires students to memorize and recall information ■ Comprehension: requires students to demonstrate some level of understanding ■ Application: requires students to use previously acquired information in a setting other than that in which it was learned. Students are required to transfer their skills to another setting/situation.

	Levels of Bloom's Taxonomy of Educational Objectives
	<ul style="list-style-type: none"> ■ Analysis: requires students to draw relationships among ideas or to compare/contrast; break down information. ■ Synthesis: requires students to draw from what he/she has learned and produce something unique. ■ Evaluation: requires students to form judgments about the value or worth of something and to substantiate his/her judgment.
